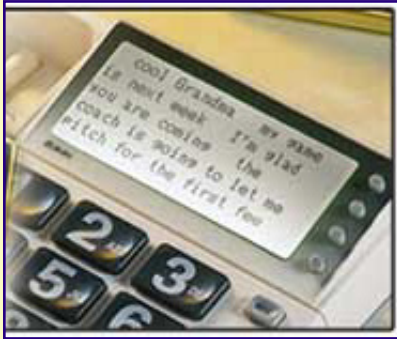


Communication Matters

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CapTel is HERE!

CapTel is a special telephone service that allows a person with hearing loss to talk on the telephone and listen to the other party, while real-time captions are displayed on the phone. CapTel service became available in Michigan in July 2006. The service is being phased in, with a limited number of new users each month. For a limited time, Michigan residents can receive a CapTel phone for \$99.

For more about CapTel see: www.captionedtelephone.com/ or call the DODHH at: 517-335-6004

The application for a CapTel phone is on the web at: www.michdhh.org/news/ann_200601.html#ann014

Look for more about CapTel in the next **Communication Matters**.

MICHIGAN SCHOOL FOR THE DEAF TRANSITION SERVICES PROGRAM

PREPARING DEAF STUDENTS FOR POST SCHOOL EMPLOYMENT OUTCOMES

By Gail L. Faulkner, M.A., LPC,
MSD Transition Coordinator

Introduction

The Michigan School for the Deaf (MSD) strives to develop a transition program that models career planning with independent living in Deaf Education. The unique quality of the school is built around the philosophy that MSD, a public residential school, will provide a combination of services resulting from complex educational planning, that includes post secondary transition planning. Educational programming involves intense exposure to two languages, American Sign Language (ASL) and English, with students who reside all across the State of Michigan. The Transition Services Program at MSD is designed to meet the national standards and legislative requirements intended to prepare all Special Education students to compete in the global economic market as it pertains to career development, career preparation and job placement. Through training for transitioning from school to adult services prior to high school graduation, Deaf and Hard of Hearing students will be in position to meet the demands and expectations of the business community.

The new IDEA of 2004, re-defines the provision of transition services according to the following partial definition:

"The term "transition services" means a coordinated set of activities for a child with a disability...that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post school activities, including post-secondary education, vocational education, integrated employment (including supported employment) ...adult services, independent living or community participation."

Summer Program for Deaf or Hard-of-Hearing Young Women Interested in Engineering

The Women in Engineering Office at the University of Michigan is now accepting applications for the **IBM Stem Entry Point Program - A Summer Program for Deaf or Hard-of-Hearing Young Women** to be held Thursday, August 17 - Friday, August 18, 2006

The IBM Stem Entry Point Program is an exciting, 2-day non-residential (tuition-free) pilot program for Deaf and Hard-of-Hearing young women who will complete the 9th, 10th or 11th grade by June 2006.

During the program, students will learn about various fields of science and engineering. Students will tour research facilities and engage in discussions with engineers and scientists.

The application form is online at: <http://www.engin.umich.edu/students/support/wie>

Please note the deadline is July 31, 2006.

For additional information, please e-mail Debbie Taylor at dpoet@umich.edu.

ADARA Invites Poster Session Presenters

American Deafness and Rehabilitation Association (ADARA) invites presenters for the poster session during the biennial conference in May 23 – 26, 2007. The conference will be held in St. Louis, Missouri where it all began 40 years ago! The conference theme, “Coming Full Circle: Deaf Services Past, Present and Future 2007,” emphasizes the commitment ADARA members wish to continue for the next 40 years striving for the highest quality services possible and the desire that ADARA members have to collaborate with others in their efforts.

For more information on the conference see:
<http://www.adara.org/>

For an application and details about the Poster Session contact:

Rebecca J. Rosenthal
3640 SW Topeka Blvd. #150
Topeka, Kansas 66611
or rja@srskansas.org

MSD Transition Continued

Incorporated in the act is “No Child Left Behind.” This legislation developed a set of National Standards and Qualifiers for educators. One category standard that is significant to Michigan Rehabilitation Services is to “ensure all youth have the skills needed for further education and employment” and “ensuring all youth full access to essential learning opportunities in post school outcomes which includes transition from careers, postsecondary education, and independent living...in varied learning experiences which include academic development, career technical education, work-based learning experiences, service learning, youth development activities, and other related experiences.”

At MSD, the school is meeting these standards by providing students and their families an opportunity to build a foundation for successful transition from MSD to adult life through the individual educational planning process (IEP) and educational development planning (EDP). In addition, MSD incorporates a comprehensive career preparation program that allows students to transfer skills learned in his/her academic and home setting into the community. The goal of the Transition Services Program is to build a system that helps students link what they learn in school to actual adult life experiences, through academics, work based learning, work experience and community participation.

Through a statewide cash match agreement with DLEG-MRS, adhering to the Michigan Comprehensive Counseling Guidelines for career development, implementing the Michigan Transition Outcome Project Indicators outlined in the State Performance Plan as designed by the OSES/EIS of MDE and the IDEA of 2004 legislation, the MSD Transition program has been developed to:

- Provide transition/education development planning meetings with students, parents/guardians for endorsement on career choices, teaching staff and MSD administration.
- Develop and implement a course of study (classes, work experience, community involvement, adult/daily living skill development, including developing these activities in the dorm setting) for each child beginning in the 8th grade, that will generate into career outcomes throughout their years at school.
- Define services that need to be coordinated to meet the unique needs of a Deaf or Hard of Hearing student, that will assist the student toward reaching their post high school adult goals.

Increase in MSD Transition Aged Students

The significance of meeting these legislative requirements is paramount as the population of MSD steadily increases. In 2003, the student population was approximately 135, with 60 students in the post secondary transition age range of 14 and older. By the Fall of 2006, the population at MSD will have increased to over 170 students, with nearly 100 students in the transition age range. Based on this population increase, through the IEP meeting, teacher observation, life planning/career counseling with the student in the age group, MSD students are obtaining more in depth pre-vocational, job preparation, job readiness training before placement in an on campus work experience assignment or, in a community based work experience. Pre-vocational preparation is based on:

In 2003, MSD had 135 students, 60 in the post secondary transition age range. By Fall 2006 there will be over 170 students, with nearly 100 in the transition age range.

- a. Variations of job readiness observed.
- b. Need for enhanced social and interpersonal skill development, such as getting along with hearing co-workers, understanding work ethics, how to follow through with supervisor expectations, and the like.
- c. Communication skill building as it relates to working with people in the workforce who do not sign.
- d. Communication access awareness, such as how to obtain an interpreter and how to purchase and use video relay services, accommodations that are readily available to the student in the school setting.
- e. Need to understand and develop self advocacy and self determination skills as it relates to employment and other preferences and interests in the student's respective community.
- f. Increase of the number of students electing to attend a post secondary education or training program after high school, and the number of students electing to return to their home communities after graduation. The expectation of students remaining in Genesee County, particularly in Flint which is well known for its strong Deaf cultural base, has been very minimal.

Pre-Vocational Planning Process

Beginning in the 8th grade, MSD uses both *Career Cruising* and other career interest inventories, vocational evaluation tools, and aptitude tests to assist the student in exploring career options and to make career choices. The *Read-Free Vocational Interest Inventory* is given to post secondary aged students who have minimal language capabilities, or who may have difficulty with the written language, or may have a reading level between kindergarten to 3rd grade. Matched with the *Occupational Outlook Handbook*, the *Read-Free-VII* is a useful tool to determine a student's job interest for those who will need ongoing supported employment or job coaching throughout their adult life.

Families are encouraged and given resources to involve their child in the community, obtain work experience through paid work, unpaid work or volunteerism. This is written into the transition planning portion of the IEP.

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The pre-vocational planning process currently implemented is as follows:

8th Grade: The Educational Development Plan (EDP) is conducted. The results of the EDP determines the student's career selection, career path and the development of their individual course of study which outlines the classes, electives, work experience, and community experiences needed to assist them in reaching their career goal during the next four years in high school.

9th Grade: A Vocational Evaluation is conducted through the local Genesee Area Skills Center, the assessment center which is part of the Genesee Intermediate School District. Aptitude, interest inventories with career choices geared toward technical programs are administered to all students in this grade level. Both the EDP and the voc eval results are reviewed with each student, discussed with parents prior to and during the IEP to determine revisions in their career choice identified in the 8th grade and to make adjustments in the current course of study.

10th Grade: On campus work experience may begin, followed by quarterly reports submitted by the student's supervisor to determine progress in an a school-work setting. If the student is in a Transition Class at MSD, a job shadow experience, based on

the student's career path, is conducted.

11th-12th Grade: Work experience on or off campus is provided if written into the IEP. At the second semester of the student's Junior year, some students elect to attend the National Technical Institute for the Deaf (NTID) in Rochester, NY, "Explore Your Future" program. "Explore Your Future" provides additional career exploration, a self directed search, and other activities that give the student a sampling of college life. The results of the one week program are sent to the student and the school counselor, transition coordinator and/or the MRS counselor, if MRS is sponsoring the tuition for the program.

13th year and beyond: Usually considered a full post secondary or full transition preparation year, students return to the 13th years or beyond if during the IEP meeting the student and/or family agree that more adult life preparation is needed. Work is the central focus, but it may include transition class and some academic classes for ACT preparation.

A sample of students' career choices as a result of the process previously stated include: Web design, office machine technician, computer programmer, fashion design, high school/elementary Deaf Education teacher, lawyer, photographer, auto mechanics, graphic design, electrical engineering technician, mental health counselor.

Transition Assessments

As outlined in the *Monday Bulletin for Youth with Disabilities "Transition Assessments From Several Perspectives in Michigan"* (June 2006), as of Fall 2005 the IDEA has put tremendous emphasis on preparing students for post secondary

TPI provides input from the classroom instructor, parent or guardian as well as the student. It gives a comprehensive profile on the needed activities for transition preparation.

opportunities, including work and further education, by conducting transition assessments, measurable tools that not only will provide information on the gap of services and needs of the child, but also a means to collect data to determine areas to enhance transition programming. Use of various assessment instruments is one variable to meet this new directive. Other tools for assessing the student's progress in transition planning include: transition classes, grades, observation, behavior intervention plans, etc.

In the Winter of 2005, MSD began transition assessment with

10th graders as a pilot to determine which of the assessment tools (*Enderle-Severson, Transition Plan Inventory* or the *Transition Competence Battery for Deaf and Hard of Hearing Adolescents and Young Adults*) would be best understood by the students. The *Transition Plan Inventory (TPI)* was selected because it is reader-friendly, requiring minimal interpreting assistance for Deaf students with reading levels averaging at the 4th-5th grade level. Students at grade level or higher in their reading comprehension were able to read and respond to the statements in the tool with some clarification, with no assistance. TPI provides input from the classroom instructor, parent or guardian as well as the student. It gives a comprehensive profile on the needed activities for transition preparation (employment, adult and daily living, independent living, community participation, health, interpersonal awareness).

The results of the assessment are used to formulate a transition plan. The plan can be shared with the MRS counselor as it will give the counselor a full profile of the student's employment needs and interagency needs that may impact on job preparation and placement. The transition assessment will be implemented with all 10th graders beginning in the school year of 2006.

Transition Class

Another form of assessing a student's employment readiness is through the Transition Class. In this class students have more experiential opportunities in post secondary preparation. The class at MSD begins with a review of the TPI, the completion of a student profile used to determine additional interests and preferences of the student, and career exploration. The class focuses on independent living awareness, job preparation, job shadowing, resume writing, social skills development, interpersonal skill development, apartment/home leasing, learning about community services such as acquiring SSI benefits and the benefit of working less dependence on SSI, local community college visits, budgeting and money management skills, and other activities that are life skills oriented, but can have an effect on job placement success and job retention in adult life.

MRS Referral - What to Expect from MSD

Although the student attends MSD for academic and future goal planning, their local school district and ISD are still considered the home district. During the IEP meeting, the student, parent, school district as well as MSD staff are involved in the student's academic and life planning.

MSD does not set the dates for the meetings. The MSD IEP Coordinator works with the student's home school district and parents to set up the IEP meeting date but, the

IEP meetings are scheduled by the home school district and parents. The MRS counselor receives an invitation to participate in the meeting from the home school district. The MSD Transition Coordinator supplies the name of the MRS Counselor designated as either the ISD MRS liaison for transition programming in the district, or who is identified as the counselor servicing the Deaf and/or Hard of Hearing in the district office. According to IDEA, and as written on the IEP form, invitations must be sent to any agency that may be responsible for post secondary services once the student exits from MSD. If the MRS representative is not able to attend the meeting, the school must address the process for contacting the adult service agency if MRS services are considered during the IEP. The IEP cannot outline what MRS will do for the student if the MRS counselor did not attend the meeting to provide input or if a case has not yet been opened.

If the MRS counselor attends the IEP meeting and the student plans to seek MRS services, the counselor will receive a copy of the IEP and all other records needed for opening the case immediately following the IEP meeting. This includes all pertinent documentation MRS requires to consider the student's eligibility for services. A copy of the MRS release form is generally signed during the meeting in order to obtain records at that time. Arrangements can be made for the counselor to meet with the student after the IEP, on that same day, if the request is made by the counselor at least two weeks before the IEP. This allows time to arrange for an interpreter and to inform teachers that the student will not be in class for part or all of that class session. Teachers require a two week minimum to arrange for the student to make up any missed assignments.

If the MRS counselor is not able to attend the meeting, but will open a file on the student, a release form from the MRS office will expedite the process at this time.

Near the end of the student's Junior year (11th grade), the student is given an overview of the MRS process by the MRS Flint counselor assigned as liaison to MSD. The student will be referred to their home district MRS office at this time, or in the Fall of their senior year. Students 14-15 years old who are interested in seeking summer employment or special summer programs offered by their school districts, will be referred directly to the transition coordinator in that school district or ISD by the MSD Transition Coordinator. If a student 16 years or older, but in the 9th or 10th grade, seeks summer employment the MSD Transition Coordinator will either refer the student directly to the MRS counselor or to the home school district.

Summary of Performance

In the Fall of 2005, the IDEA of 2004 added that all Special Education programs must complete a Summary of Performance report on all students terminating from school due to graduation or who have aged out (up to 26). This report, given to the student before leaving school, provides the child and future adult service agencies, such as MRS, a summary of academic achievement and functional performance with recommendations on how to assist the student entering adult programming toward meeting post secondary goals. The student completes the Student Perspective on post secondary service needs. This is attached to the Performance report. The report is beneficial for MRS in many ways, particularly for students planning to attend post secondary education programs, such as a college, university, or MCTI.

For more information on the Michigan School for the Deaf Transition Services Program, contact:

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(810) 257-1490 (Fax)
faulknerg@michigan.gov

CASH MATCH FUNDS for MSD STUDENTS

Funding is available for MRS customers affiliated with the Michigan School for the Deaf through a statewide cash match agreement.

Here's how:

- MRS counselors get guest access through the Eastern Michigan MRS Office
- Counselors access the statewide cash match budget for case services
- Counselors purchase any transition-related service such as preparatory job experiences, work exposure experiences as well as assist students at the Michigan School for the Deaf to achieve their employment goals.

Call Teresa Fowler, MRS Counselor in Flint, at 810-760-9420 for more information about access to these funds.